

First Year Field Education Forms

**Learning Contract: Fall
End of Semester Evaluation: Fall**

**Learning Contract: Spring
End of Semester Evaluation: Spring**

Kean University
LEARNING CONTRACT
Fall Semester
First Year Field Education (SW5201)

Student Name: _____

Field Instructor: _____

Agency: _____

Address: _____

Phone: _____

Days and Hours in Placement: _____

Supervision Time (Day and hour): _____

This learning contract is for the entire academic year and should reflect the student's increasing tasks and responsibilities from September through April. An addendum may be sent at anytime throughout the year and is encouraged in January if the student takes on new and more advanced roles and assignments.

The Learning Contract is to be written by the field instructor after meeting with the student to discuss the Goals and Assignments. Students are not to write the Learning Contract.

Description of Learning Assignments: For Learning Contract Guidelines, please refer to Chapter IV. Section G and H in the Field Education Manual. (What is the student doing?)

Goals 1 –9, which are the overall learning and practice goals of Generalist Practice, are already determined for you. Please list the assignments you have given the student to meet these goals.

Goal 1: Orientation to the Agency and Agency Policy

Assignments:

Goal 2: Developing Engagement Skills [Gaining the client's trust in order to accept the student's help via the attending behaviors of active listening (body language); verbal prompts ("please continue"); lack of interruptions; etc.] and Establishing Professional Relationships with Client Systems

Assignments:

Goal 3: Using Assessment in Working with a Client System

Assignments:

Goal 4: Working with Diverse Client Systems

Assignments:

Goal 5: Encouraging Client System Self Determination
Assignments:

Please refer to IV. Section G in the Field Education Manual for Goals 6-9.

Goal 6: Enabler Role (beginning proficiency)
Assignments:

Goal 7: Broker Role (beginning proficiency)
Assignments:

Goal 8: Advocate Role (beginning proficiency)
Assignments:

Goal 9: Coordinator Role (beginning proficiency)
Assignments:

Field-Instructor/Student-Identified Learning Goals: These are goals which you and the student may wish to achieve which were not listed in Goals 1-9. (You might have no extra goals for a total of 9, only, or you may have more, totaling 10 or 11 goals, for instance.)

Student's Name (Print) _____ Signature _____ Date _____

Field Instructor's Name (Print) _____ Signature _____ Date _____

Faculty Liaison _____
(Liaison will sign upon receipt of Learning Contract)

Please return to:
Kathleen Sweeney, M.S.W., L.C.S.W.
Director of MSW Field Education
Kean University
Department of Social Work
1000 Morris Avenue
Union, NJ 07083
908-737-4068

**Kean University
Student Evaluation for Field Experience
SW 5201 & 5202**

**First Year
Master of Social Work**

**Submit Copies in Duplicate Along with a Time Sheet
to Field Education Office
By Posted Due Date**

**Separate Copies Should Be Retained by the Student
And by the Field Instructor**

Name of Student _____

Liaison _____

Student: _____

PROPOSED METHOD FOR EVALUATING FIRST YEAR FIELD PRACTICUM

The following is an instrument that evaluates the performance of students in the first year of the MSW program. Using common areas of assessment in the first year and a specific scoring system, it aims to produce a more scientific method of evaluating student's progress.

Evaluation Area 1: Social Work Values and Ethics

In order to practice social work in a way that is consistent with social work values and ethics in client situations of varying complexity the student

Explains how values influence client change	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Explains why client confidentiality is important and consistently maintains client confidentiality	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Identifies those situations in which the informed consent of the client is necessary	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA

Comments:

Evaluation Area 2: Developing Cultural Competency

In order to practice social work in a way consistently and effectively considers relevant issues faced by diverse client groups such as ethnic minorities, women, gays and lesbians and the differently-abled the student

Is able to identify the diversity of client groups such as ethnicity, race, national origin, social class age, gender, religion, spirituality and differently-abled, which might help or hinder practice outcomes	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Is aware of his or her own cultural heritage and how it might interact with clients from diverse cultural backgrounds	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Knows when and how to deal with Issues of diversity and difference in practice with clients	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Utilizes the strengths of client's culture, race, ethnicity and gender in achieving positive outcomes	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA

Comments:

Evaluation area 3: Assessments and Treatment Plans

In order to make accurate psychosocial assessments and develop appropriate treatment plans for clients presenting with problems and/or situations of varying complexity the student

Uses knowledge of psychosocial theories applicable to client situation	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Demonstrates knowledge and research on interventions specific to populations based on the task-centered model	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Identifies and consistently considers client strengths in treatment planning	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Identifies the indicators of a client and family's stage in the life cycle	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Identifies ways that interactions between clients and the environment may be involved in the presenting problem or situation	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Explains the potential impact of culture, race, ethnicity, gender and class on the client's presenting problem	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Uses knowledge of the client's stage of physical, cognitive, emotional and social development to inform the assessment process.	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Develops treatment plans consistent with the dynamics of the client and his or her situation	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Identifies and utilizes client's strengths in planning	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Makes treatment plans that reflect a holistic and multi-systemic perspective	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Identifies specific Federal, State or local policies that play a significant role in exacerbating the client's problem	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Demonstrates knowledge of research relevant to specific populations in field internships.	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA

Comments:

Evaluation area 4: Developing Therapeutic Relationships

In order to develop the skills necessary for developing and maintaining effective working relationships with clients presenting with various types of problems and levels of motivation the student

Engages in purposeful professional practice that can be clearly differentiated from casual conversations.	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Consistently demonstrates empathic understanding with both voluntary and involuntary clients	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Works collaboratively with clients in ways that foster client self-determination, self-direction and empowerment	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Is able to employ strategies to engage reluctant/resistant clients in treatment	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Consistently demonstrates respect, acceptance, being non-judgmental and positive regard in interaction with clients	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Joins and engages with client verbally and non-verbally in creating and maintaining positive working relationships	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Recognizes the importance of and consistently demonstrates the Social worker's disciplined use of Self such that client's treatment needs receive primary emphasis	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Identifies when to advocate for clients and when to support them in the own self-advocacy and empowerment	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Enhances client self-identification of existing strengths and competencies	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA

Comments:

Evaluation area 5: Interventions

In order to effectively use a variety of interventions with clients presenting problems varying in complexity the student

Mutually establishes therapeutic contracts with clients that clearly specify and focus on the presenting problems and desired outcomes	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Utilizes interventions that are consistent with the assessment and treatment plan	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Utilizes the client’s existing strengths and competencies in achieving treatment goals	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Recognizes the importance of the policies, procedures and legislation governing the nature of social work practice	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Advocates with and on behalf of clients to secure necessary resources and services	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Demonstrates knowledge of community resources to foster client linkage to appropriate interventions or expansion of services	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Demonstrates indirect social work practice by coordinating services for individuals, groups, families and organizations	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Differentiates between content and process of social work	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Explains how interventions are used facilitate empowerment	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Is able to recognize and where appropriate translate “private troubles” into “public issues”	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA

Comments:

Evaluation area 6: Examination of Practice

In order to critically and systematically evaluate and modify the effectiveness of one's own practice the student

Explains the importance of using practice based research methods	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Is able to specify and operationalize the focus for treatment	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Establishes baseline data with clients	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Graphically represents progress and outcome	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Expresses a commitment to accountable and self-critical practice	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA

Comments:

Evaluation area 7: Understanding and Participation in Agency’s Mission

In order to participate in the agency in a way that contributes to the accomplishment of its mission, clients and larger community and demonstrates a commitment to professional standards and self-development the student

Effectively uses the agency’s resources including administrative and research capability	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Identifies and explains relevant agency policies and procedures	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Works collaboratively with staff within the agency and with those from other agencies in all matters, especially in coordinating and providing needed services	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Consistently follows through on assignments and responsibilities	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Demonstrates a high level of written and verbal communication skills	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Takes the initiative in organizing the field learning experience and recognizes the field supervisor-student as the primary medium for learning	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Expresses an awareness of strengths and weaknesses and is open to learning from field supervisor	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Demonstrates organizational skills and completes paperwork and reports on time	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Seeks out opportunities within the internship for new learning experiences	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Resolves conflict in an open and non-defensive manner	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA
Expresses a commitment to continued professional development	Very Unsatisfactory	1	2	3	4	5	Satisfactory	NA

Comments:

8. Other comments that you would like to make about the student's learning during the internship.

Signatures:

Field Instructor _____ MSW/LSW/LCSW/ Other Date _____

Task Supervisor (If any) _____ MSW/LSW/LCSW/ Other

Student Signature _____ Date _____

Agency _____

_____ NJ NY Zip _____

Phone _____ Fax _____ email _____

Kean University
LEARNING CONTRACT
Spring Semester
First Year Field Education (SW 5202)

**Hours from
Fall Semester**

Student Name: _____

Field Instructor: _____

Agency: _____

Address: _____

Phone: _____

Days and Hours in Placement: _____

Supervision Time (Day and hour): _____

<p>Population being served by the student. (Adults/mental illness, adults substance abuse, adolescents anger and depression, elderly dementia, etc. Please be specific) _____</p> <p>_____</p> <p>_____</p>
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The Learning Contract is to be written by the field instructor after meeting with the student to discuss the Goals and Assignments. Students are not to write the Learning Contract.

Description of Learning Assignments: For Learning Contract Guidelines, please refer to Chapter IV, Section G and H in the Field Education Manual. Please specify how this semester's assignments build on and advance the first semester's learning objectives. (What is the student doing?)

Goals 1-6 have already been determined for you. Please specify the assignments that will help the student achieve goals.

Overall Learning Goals: Using Generalist Practice Roles: Enabler, Broker, Advocate, and Coordinator
(see IV Section G in the Field Manual)

Goal 1: Using the enabler role in working with a client system (advanced enabler role beyond first semester)

Assignments:

Goal 2: Using the broker role in working with a client system (advanced broker role beyond first semester)

Assignments:

Goal 3: Using the advocate role in working with a client system (advanced advocate role beyond first semester)

Assignments:

Goal 4: Using the coordinator role in working with a client system (advanced coordinator_role beyond first semester)

Assignments:

Goal 5: Using research skills to better understand a client system

Assignments:

Goal 6: Terminating relationships with client and agency systems

Assignments:

Field Instructor/Student - Identified Learning Goals: Please add any goal(s) which either instructor or student or both wish. (You might have no extra goals for a total of 6, only, or you may have more, totaling 9 or 10, for instance.)

Goal 7

Assignments:

Goal 8

Assignments:

Please return two copies to the Field Office by Jan 26, 2007. Keep a copy for student & Field Instructor

Student's Name (Print) _____

Signature _____ **Date** _____

Field Instructor's Name (Print) _____

Signature _____ **Date** _____

Field Liaison _____ **Date** _____

Please return to:
Kathleen Sweeney, M.S.W., L.C.S.W
Director of MSW Field Education
Kean University
1000 Morris Avenue
Union, NJ 07083
908-737-4068

Revised 1/2007

Kean University M.S.W. Program
END OF SEMESTER STUDENT EVALUATION
Spring Semester
First Year Field Education - (S.W. 5202)

Student _____

Field Instructor _____ MSW, LSW or LCSW

Agency _____

Address _____

Field Practicum site if different _____

Telephone number _____ Fax number _____

Task Supervisor(s) _____

Field Liaison _____

The student has demonstrated self-awareness using the ability to identify strengths and knowledge, values, and skills necessary for continued growth and for progression to the second field experience. yes no

Signature:

Field Instructor _____
(date)

Signature:

Student _____
(date)

If this evaluation is not returned by the due date, the student may receive an "Incomplete" as a grade for the term.

Please return this evaluation form to: **Kathleen Sweeney, M.S.W., L.C.S.W.,**
M.S.W Director of Field Education
Kean University
Department of Social Work
1000 Morris Ave
Union, New Jersey 07083
(908) 737-4068

1. General level of student performance in field placement during this semester is:

Very Good ___ Good ___ Satisfactory ___ Marginal ___ Not acceptable ___

Please give supporting remarks for this rating. (continue on reverse side)

2. Students have demonstrated a clear understanding by following through with the learning objectives stated in the current learning contract.

Strongly Agree
()

Agree
()

Undecided
()

Disagree
()

Strongly Disagree
()

If the response is less than “Agree,” please explain.

3. Types of learning experiences in which the student was involved.

4. Percentage of time spent on the following types of assignment:

Percentage (%)

Individuals _____

Families _____

Groups _____

Communities _____

Organizations _____

Social institutions _____

5. Ability of the student to integrate coursework with practicum:

A. How have the student’s skills and learning progressed from the first semester?

B. Were there any specific problems with the student? Yes_____ No_____ **If yes, please explain.**

C. The student was able to transfer social work theory and knowledge from social work courses to the practicum setting with more advanced abilities of the fall semester.

Strongly Agree ()	Agree ()	Undecided ()	Disagree ()	Strongly Disagree ()
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If your response was other than Strongly Agree or Agree, please explain.

6. Ways in which the student was able to use the supervisory experience.
Was student able to be open and honest regarding his/her reactions to:

- A. Agency setting Yes_____ No_____
- B. Client populations Yes_____ No_____
- C. Field instructor Yes_____ No_____
- D. Other _____

If no, please explain

E. Is he/she able to seek out appropriate supervision and consultation and plan use of supervisory time?
Yes_____ No_____ **If no, please explain.**

F. Is the student open to self-awareness either through his/her own insights or via the supervisor's observations? Yes____ No____
If no, please explain.

G. Was the student open to constructive criticism? Yes ____ No____
If no, please explain.

7. Methods by which the field instructor was able to evaluate the student's progress.

- A. Supervisory conferences Yes____ No____
- B. Process recordings Yes____ No____
- C. Observations of student's interaction with others (staff; agencies) Yes____ No____
- D. Participation in meetings Yes____ No____
- E. Other_____

Additional Comments _____

8. Continued Development of professionalism. (in comparison to Fall Semester)

A. The student has shown competence with an advanced application of knowledge and philosophy of the agency.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
()	()	()	()	()

If your response was other than Strongly Agree or Agree, please explain.

B. The student understands the function of the agency and the social worker's role within that function

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
()	()	()	()	()

If your response was other than Strongly Agree or Agree, please explain.

C. The student utilizes agency policies and procedures to help clients.

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
()	()	()	()	()

If your response was other than Strongly Agree or Agree, please explain.

9. **Respect for the values and ethics of the profession:** Student follows the NASW Code of Ethics (especially in regards to :)

A. Self-determination	Strongly Agree ()	Agree ()	Undecided ()	Disagree ()	Strongly Disagree ()
B. Confidentiality	Strongly Agree ()	Agree ()	Undecided ()	Disagree ()	Strongly Disagree ()
C. Population at risk	Strongly Agree ()	Agree ()	Undecided ()	Disagree ()	Strongly Disagree ()
D. Openness to differences in feelings of staff and clients from self	Strongly Agree ()	Agree ()	Undecided ()	Disagree ()	Strongly Disagree ()
E. Demonstration of acceptance of human diversity	Strongly Agree ()	Agree ()	Undecided ()	Disagree ()	Strongly Disagree ()
F. Demonstration of knowledge of the cultures of the clientele	Strongly Agree ()	Agree ()	Undecided ()	Disagree ()	Strongly Disagree ()
G. Advocacy	Strongly Agree ()	Agree ()	Undecided ()	Disagree ()	Strongly Disagree ()

H. If any choices less than “Agree” were checked, please explain.

I. Please comment on any value or ethic not specifically cited above.

F. Discuss student's skills and logical development of case planning and management.

G. Discuss student's use of **statistical and research data**.

H. Discuss student's **communication skills** (e.g. oral and written)

I. Discuss student's reasoning abilities:

11. **Recommendations for further learning in second year placement.**

